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ABSTRACT

The topics of discussion and eventual consensus at a conference of comparative and international educators are outlined. The area under consideration was whether the educators should commit themselves more fully to a concern for the uses to be made of their work, including a greater appreciation for the value of applied research, teaching, and service. The generalizations that led to a consensus favoring that view are listed. Thirty plans of action were formulated, based on the findings and recommendations of individuals, organizations, and commissions. The selected areas for the plans of action were: (1) cooperation with societies and agencies; (2) assistance to students; (3) establishment of centers for research; (4) support for curriculum development; and (5) sponsoring of studies for teacher education. It was recommended that institutions of higher education establish centers or offices to provide services for suggested efforts in international education. Also included are brief essays supporting the findings of the conference in such areas as public opinion and foreign affairs, illiteracy, the role of comparative educators, the scope of international education, and cross-cultural study program components. Appended is a list of the names and addresses of conference participants. (FG)

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The Application of Knowledge in Comparative and International Education

ED213656

Report of the First Kent Conference on Comparative and International Education

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May 14-16, 1980

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SP 019 291

College of Education
Kent State University

Foreword

Kent State University, the College of Education and the Gerald H. Read Chair in Comparative and International Education are pleased to have been joint sponsors of the Conference on Comparative and International Education held at the Kent campus, May 14-16, 1980.

The report of the Conference, "The Application of Knowledge in Comparative and International Education," has been approved for publication by the participants. It was prepared by Conference Discussion Leader Claude A. Eggertsen, and Conference Coordinator Kim P. Sebaly, with the assistance of Richard V. Skelley and Carolee Taipale of the Department of Educational Foundations.

Kent is most pleased to have provided the inspiration and support for the Conference and is ready to join in the sponsorship of further efforts to foster the development and use in school and society of research, training, and services of comparative and international education.

October, 1981

Robert J. Alfonso
Associate Vice President
for Academic and Student Affairs,
Dean of Faculties

The Application of Knowledge in Comparative and International Education

The Conference on Comparative and International Education came into existence at Kent State University, May 14-16, 1980, at the invitation of the Faculty of the College of Education and with the support of the Gerald H. Read Chair in Comparative and International Education. A second meeting is to be held in 1981.

The members of the First Kent Conference were asked by the conveners to consider whether comparative and international educators should commit themselves more fully to a concern for the uses to be made of their work. It was not suggested that they modify a devotion to the acquisition of fundamental knowledge, but that they broaden perceptions of their function to include a greater appreciation not only of the value of applied research, but also of teaching and service.

A consensus in support of this view was reached after a lengthy discussion of the function of comparative and international education. On the one hand it was argued that searches for fundamental and applied knowledge had ultimately to be related to other goals and activities in the field. It was held that the pursuit of international studies is now so chaotic that it is not desirable or possible for scholars to "plow their private furrows."

On the other hand it was urged that a shift away from an emphasis on basic research would inevitably result in a loss in the number and quality of contributions to the field. To those who took this view, the only "service" that can properly be performed by comparative and international educators is the conduct of scholarly inquiries.

They argued, further, that the role of a select group in comparative and international education is to promote change through the power of ideas and they contended that to become distributors even of good products would dissipate energies required to conduct inquiries of worth.

It was maintained, in opposition to these views, that a change of emphasis which moved toward utility need not damage scholarship and that researchers will find it possible to conduct inquiries of high quality on questions thought to be of current practical value.

Responses to the view that a move away from a concentration on basic research while doubts about the quality of our work existed among colleagues in the social sciences would mean a "kiss of death," were that (1) a great measure of acceptance has been gained over the past quarter century, and (2) a failure to grasp opportunities to provide needed services related to our specialty would even more surely contribute to a decline in our status.

In a discussion of the wisdom of reaching a new balance between teaching, service and research, the published views of leaders in the field were consulted. William W. Brickman favored a broadening of effort in his "C.I.E.S.: An Historical Analysis," *Comparative Education Review*, June-October, 1977.

> The experience of the past would seem to indicate that effort should continue to be expended on research, publication, improvement of course content and instruction, and "structured" study trips. A more intensive campaign would appear to be necessary to convince students, colleagues in education and other disciplines, and professional educators on the firing line that comparative education, with its contexts in history, philosophy, sociology, anthropology, economics, and linguistics, can provide a substantial and scholarly substratum for the study of educational policy and practice, as well as for the elucidation of educational problems, issues and controversies.

For the same number of the *Review*, Andreas M. Kazamias and Karl Schwartz concurred with this position.

> . . .we think that the place of comparative education in teacher education should be re-evaluated. The tendency of the past two decades has been to veer away from teacher education and, in the name of disciplinary vigor and academic respectability, to hitch the wagon of comparative education to the intellectual and practical concerns of "non-educational" or indirectly related areas. We suggest that comparative educational studies would be enriched intellectually and strengthened institutionally if they addressed themselves to questions that are more directly pertinent for the general professional education of teachers.

Upon the basis of these viewpoints and from numerous suggestions of services comparative and international educators might provide teacher education, the schools and the public, many conferees came to favor an assumption of wider responsibilities. For example they asked that colleagues seek to cooperate with each level of government policy-making, build firmer ties with crossfields, consult with teachers and administrators about curricula and engage in "bureaucracy watching."

Thus, the view that comparative and international educators should more fully participate in the preparation and dissemination of knowledge drawn from secondary as well as primary sources gained approval. The consensus was built around generalizations which the conferees came to hold in common.

- Weaknesses in public understanding of the place of America in international affairs pose threats to our society, economic viability and capacity to contribute to the growth of other peoples.[1]

[1]The Need for Public Understanding of Foreign Relationships, pp. 11-12.

- Such weaknesses are found in the lack of understanding of international affairs of school pupils and college students.[2]
- Educators and scholars in comparative and international education have long recognized their obligation to help American teachers, students and the public learn about other publics, teachers and students.[3]
- There is reason to acknowledge that educators in comparative and international education have too much ignored opportunities to contribute to a greater public awareness of worldwide problems.
- If their special capacity to contribute to a greater public understanding of other societies is to be utilized, teachers and scholars in the field must more actively seek ways in which to do so.[4]
- Through their relationships with educational institutions and agencies, especially those in teacher education, comparative and international educators have a unique opportunity to help citizens understand the nature of the peoples of the world.
- Their affiliations with professional and scholarly associations will enable them to promote the search for and use of knowledge in their special field.
- A greater public awareness of the aspirations of other peoples can be obtained through understandings of why and how they educate.
- The goals and techniques of "multi-cultural," "global," and "international" education are so entwined that they can be pursued through many of the same instructional plans and projects.[5]
- The place of the study of foreign languages must be considered in any plan for greater emphasis on international education.
- Increased attention to the dissemination of knowledge gained by scholars can complement and invigorate their researches.
- Support for the field of comparative education depends in large measure upon a recognition of its utility.
- To achieve a meaningful comprehension of the place in the United States in world affairs, high school, college and university students, graduate and undergraduate, and especially prospective teachers should gain perspective through first hand experience as well as through classroom and library work.[6]

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[2]The Illiteracy of School Pupils and College Students on World Issues, pp. 13-15.

[3]Leaders in Comparative Education Recognize an Obligation to Inform the Public, pp. 17-18.

[4]The Limited Role of Comparative and International Education in the Creation of Programs to Promote World Citizenship, pp. 19.

[5]The Scope of the Term International Education, pp. 21-22.

[6]Outline of a Program of Cross-Cultural Study, pp. 23-24.

In the formulation of plans for action, and in discussions of an obligation to facilitate the application of fundamental knowledge, the participants at the First Kent Conference used the findings and recommendations of many individuals, organizations and commissions including the President's Commission on Foreign Language and International Studies.

Cooperation with Societies and Agencies

1. Seek representation on advisory committees on international education created by national governmental agencies.
2. Join with the state officials in measures to incorporate an international education requirement in the certification of all teachers.
3. Engage in the activities of comprehensive statewide model programs which seek to integrate international studies throughout the school curriculum.
4. Participate in the selection of the international specialists recommended for the assignment in each state education authority.
5. Seek representation in regional centers for international business and research.
6. Join with other societies in the production of a monograph which demonstrates the vocational opportunities available to students with training in the field.

Assistance to Students

7. Participate in efforts to assess the present state of student interests in international programs.
8. Work with colleagues to determine how foreign students and representatives of other cultures can be used in international education projects.
9. Join in a demand for required courses for all B.A. candidates and in the sponsorship of a "domestic junior year" at major centers abroad especially for students at institutions with limited resources in the field.
10. Encourage and set standards for study abroad.
11. Support proposals for counseling and extra-curricular activities in the international study area.

12. Sponsor applications for Department of Education post-doctoral fellowships.

Establishment of Centers for Research Training

13. Advise on the distribution and progress of national centers for advanced training and research related to major regions of the world.

14. Participate in the planning and conduct of regional centers in higher educational institutions designed to promote summer seminars, curriculum development programs, and the strengthening of international programs in professional schools.

15. Cooperate with campus colleagues to operate undergraduate international studies programs.

16. Participate in summer institutes annually offered abroad for advanced students and teachers of special subjects.

Support for Curriculum Development

17. Encourage students in teacher education programs to acquire proficiency in reading and speaking foreign languages and to pursue studies of the literature, history and culture of other peoples.

18. Take a leadership role in determining how international education can be integrated with other fields.

19. Work to include a treatment of ethnic problems in comparative education and other social foundations programs.

20. Participate in the evaluation of the quality, coverage and availability of teaching materials.

21. Prepare collections of documents, bibliographies and reviews of materials in comparative and international education for school libraries.

Sponsor Studies

22. Develop outreach programs on and off campus.

23. Help devise programs for use in teacher centers.

24. Aid comparative and international educators to obtain grants from public and private sources for the conduct of international affairs research.

25. Support projects for the effective incorporation of materials in international education into K-12 programs.

26. Engage in an inquiry about the need for teachers in the field for the years ahead.

27. Conduct studies of the policies and practices related to the use of domestic and foreign ethnic groups by curriculum makers at all levels of education.

28. Participate in a survey of foreign relationships in community, region, and state.

29. Support baseline surveys of the knowledge and attitudes of students, teachers, administrators, parents, and community leaders on global education.

30. Urge changes in school accreditation requirements to reflect attention to global education.

Also considered at Kent were related suggestions made by Robert Leestma for inquiries which could be made in international education areas. The complete list is to be found in the Foreword to *Other Nations Other Peoples* (HEW Publication No. [OE-19004.]).

1. Studies of what students are not being taught about the world in American schools (as distinct from what they know from all sources), both public and private, and how well they are learning, with suitable attention to the non-Western world and global perspectives, including international development, human rights, arms control, and conflict resolution.

2. Studies of the international content and orientation of television programs watched by students.

3. Studies of the effectiveness of international educational exchange programs for teachers, including both exchange teaching and short-term seminars and workshops abroad.

4. Longitudinal studies of the development and modification of the international interests, knowledge, attitudes, and perceptions of individuals over the full span of their compulsory schooling period, through post-secondary education, and on into their functioning as adult citizens, hopefully to ages 30, 40, 50, and 60, with a periodic sampling of their views and perceived formal and informal influences on them.

5. International cooperative studies of ethnocentrism and prejudice among children, including the development of national stereotypes and the role of the school therein.

When it was agreed that it was desirable to undertake some or all of the activities drawn from the above sources and from conference discussions, it became clear to the conferees that only through the creation of new mechanisms or the adaptation of ones now in operation could it be done. They then urged that institutions in higher education be asked to establish centers or offices to provide services such as those which are listed below in a rough order of feasibility and presented on the assumption that the first criterion for selection among them is their anticipated effect on society rather than on the field of study.

1. Create a committee to appraise the relative value of the present and proposed activities of comparative and international education.
2. Undertake an analysis of the strong points and omissions in the Report of the President's Commission on Foreign Language and International Studies and other recent statements.
3. Establish a committee to recommend standards of training and experience to be expected of specialists in the field.
4. Establish a service for applicants for employment in international education.
5. Join a coalition of groups interested in international education in a non-governmental consultative body for the promotion of international education.
6. Communicate with state departments of education, teacher centers, school systems and business organizations in attempts to persuade them to establish positions in international education.
7. Seek out authors to prepare pamphlets on international issues for the use of interested teachers and procure their publication by such societies as Phi Delta Kappa.
8. Provide instructional materials through the publication of periodicals, bulletins and books.
9. Establish a journal devoted to the encouragement and publication of materials concerned with international education studies.
10. Present and sponsor radio and TV programs.
11. Encourage and sponsor the exchange of citizens and scholars across national boundaries.

12. Promote an inquiry into the standards, practices, and outcomes of foreign study tours, and of student and faculty exchanges.
13. Take the lead in offering undergraduate and graduate students the opportunity to join together in the study of "others," whether they be the people of nation states, in geographical areas at home or abroad, in urban or rural places, or in ethnic groups.
14. Conduct experiments and demonstrations in the teaching of international education in schools and adult programs.
15. Seek the cooperation of professional organizations in education with leaders in such fields as the curriculum, social studies, higher education and adult education.
16. Support the applications of qualified teachers for public and private training and research grants.
17. Raise funds to subsidize research and writing.
18. Support existing consortia and create others, national and regional.
19. Serve as the spearhead in campaigns of public information.
20. Hold national and regional conferences.
21. Sponsor a publication to help bring about greater professional and public understanding.
22. Offer annual awards to the creators of the best monographs, curriculum guides, training programs, popular articles, and radio and TV programs.
23. Publish monographs concerned with a search for applied as well as fundamental knowledge.

It is with the purpose of a further definition of the functions and operations of such an office and in the hope of locating and finding support for one or more of them that the Second Kent Conference is to convene in 1981.

Attachments

A The Need for Public Understanding of Foreign Relationships

B The Illiteracy of School Pupils and College Students on World Issues

C Leaders in Comparative Education Recognize an Obligation to Inform the Public

D The Limited Role of Comparative and International Education in the Creation of Programs to Promote World Citizenship

E The Scope of the Term International Education

F Outline of a Program of Cross-Cultural Study

Participants — Comparative and International Education Conference

Attachment A

The Need for Public Understanding of Foreign Relationships

Large numbers of organizations, public and private, and of individuals, some well informed and financed, and others merely enthusiastic, have sought to create an enlightened public opinion on international issues.

Despite the efforts of such groups over more than a century, competent contemporary observers declare that they have not made American citizens well enough informed to create and sustain a responsible foreign policy.

A recent authoritative statement about the unmet need for a well founded and widespread public comprehension of international relationships is to be found in the Report of the President's Commission on Foreign Language and International Studies.

> Current U.S. foreign policy issues need much wider public understanding if the government's positions are to receive broad public scrutiny and support. The urgency of issues confronting the United States increased the need for an educated electorate; we cannot wait for another generation to become educated about these issues. Moreover, the changes urgently needed in current educational systems and policies to strengthen foreign language and international studies—whether at local, state, or national levels—also require the understanding and support of an informed citizenry.[1]

The present Commission is not the first governmental body to hold that uninformed leaders and citizens constitute a danger to our well-being. For instance, the National Defense Education Act of 1966 was based in part upon the belief that helpful foreign relationships could be created and sustained only by publics sensitive to international realities.

Similar views were voiced in "Hearings Before the Subcommittee on International Operations of the Committee on International Relations House of Representatives," in July and August of 1978. In the published report entitled *The Future of International Education*, the late Charles Frankel seems to have won support for the contention of so many distinguished predecessors that education for world-mindedness is necessary if we are to maintain ourselves in an interdependent world.

> . . . I think that (international) education is good in itself, and may also in the long run have a moderating effect on international tensions and help produce some workable institutions for interna-

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[1] *Strength Through Wisdom: A Critique of U.S. Capability*. November, 1979, p. 112.

tional cooperation. International education is not a panacea, it is not a substitute for sound economics, military and political policies; it cannot make up for mistakes in other areas; it cannot be used to cozen other nations into abandoning their own interests or points of view in favor of ours. Yet no foreign policy can be wholly realistic which overlooks the baneful influence that provincial, half-educated, or simplistic and ideological people can have in international affairs; and so a foreign policy is radically incomplete which does not try to bring together, across the frontiers, people who honestly want to learn from and about one another.

(Further), it is not possible genuinely to understand one's own culture and society unless one is capable of taking, at least some of the time, an external perspective toward it (pp. 213-4).

Attachment B

The Illiteracy of School Pupils and College Students on World Issues

In a recent study entitled *Other Nations Other Peoples: A Survey of Student Interests, Knowledge, Attitudes, and Perceptions* (HEW Publication No. E 78-19004, 1979, p. 139), produced by members of the Educational Testing Service, it was found that the great majority of pupils in K-12 possess a meager understanding of the culture and peoples of other parts of the globe.

Excerpts from *Other Nations Other Peoples* illustrate the findings of the study about the attitudes and understandings possessed by students and their teachers.

> The Suez Canal, figuring prominently in both history and current events, was chosen more often (37 and 46 percent) than the Aswan Dam (15 and 29 percent) as providing increased irrigation.
>
> Particularly dismaying is the fact that 31 percent of the 8th grade and 23 percent of the 12th grade students indicated that the Nile Delta was constructed (!) to provide increased irrigation.
>
> The findings on the question of who was the President of Egypt are clearly disconcerting. At the 8th grade level, a higher percentage of students chose Golda Meir (32 percent) than Anwar Sadat (27 percent). The picture improved at the 12th grade level, where President Sadat was correctly identified by more students (42 percent) than Mrs. Meir (27 percent), but note that not even half the American high school seniors knew who the President of Egypt was, and more than one-quarter thought Mrs. Meir of Israel was.
>
> At the 4th grade level, children tend to have a pronounced U.S.-centered or "we-they" view of the world, with "a tendency when in doubt to select the United States when it is one of several nation alternatives." The United States is clearly seen as the richest/strongest, more desirable country. But at the succeeding levels choices seem to be made on the basis of knowledge of the areas as well as a realization that the United States may not be automatically the correct answer to the question. By grade 8, "perceptions of nations indicate that the United States joins the world through its similarity to France and England in one sense, and to Mexico and Spain in another."
>
> Teachers' emphasis in social studies courses tended to be reflected in their students' attitudes. On both the 8th and 12th grade levels "Canada, Japan, and Israel were very seldom among the countries most emphasized: England, France, the U.S.S.R., and China were consistently among the countries that were given most attention." The geographical aspect of social studies was most universally neglected by teachers because of what the teachers estimated as a lack of interest by their students.
>
> With respect to travel abroad, at both grade levels "Canada, Mexico, and Western Europe were visited by relatively high

percentages of teachers," while the non-Western world received very little attention.

As illustrated in the preceding section, this study presents some powerful examples of the extent of student illiteracy in world affairs and gives some indication of how far we have to go. On the positive side, it shows the student interest that schools have to build on early in the educational process and provides important confirmation for the basic belief that when schools care and try, they can make a significant difference in student interests, knowledge, attitudes, and perceptions. On the knowledge findings alone, the weaknesses in such a fundamental area as geography, the pervasive ignorance about the Middle East and Africa, the lack of knowledge about some key aspects of American history and government—all of these are serious matters by any standard. It is particularly so with difficiencies at the 12th grade level, for here the data reflects the cumulative effects of more than 11 years of formal schooling plus related gains from all out-of-school sources. By definition, the participants at that level were not school dropouts, but high school seniors scheduled to graduate at the end of the school year.

As one moves beyond the easier kinds of factual questions involving a small number of major nations and toward more complex world issues and common problems of mankind (including such matters as energy and environment, economic and social development, international human rights, conflict resolution, intergovernmental cooperation, and intergenerational responsibility in an interdependent world), it becomes apparent that a broader and more sophisticated frame of reference than that traditionally employed in schools is required for teaching and learning about the world.

A companion study reported in *Change*, May-June, 1980, entitled "What Students Know About Their World," tentatively summarizes the results as follows:

Patterns of response to specific test questions indicated that important misconceptions existed. Even able students had misconceptions about the following:

The degree to which the dependence of the United States on foreign oil increased during the 1970s and the vulnerability of the United States to increases in the price of oil or decreases in the supply.

The membership of OPEC and the reasons it can raise oil prices.

The causes of inadequate nutrition as a global problem.

The United States' record on signing human rights treaties adopted by the United Nations and the major accomplishments of the Helsinki Accords.

The comparative world membership of Islam and Christianity and the countries in which Islam predominates or has a significant minority.

The difficulties connected with either national self-sufficiency or dependency in a world of interdependent nations.

The historical origins of the Western sovereign territorial state and modern state system and the emergence of nationalistic movements as significant political forces in European history.

The patterns of world birth and death rates today.

The pattern of the world's past and possible future consumption of fossil fuels.

The reasons for the lack of substantial progress toward world peace during the 20th century.

The main purpose of the recently completed multilateral trade negotiations, and the demands of representatives of developing countries in the North-South talks.

Attachment C

Leaders in Comparative Education Recognize an Obligation to Inform the Public

That global citizenship achieved through education is indispensable for the creation of a peaceful world has been the theme of scholars, statesmen, religionists and philosophers, reformers and revolutionaries, ancient, mediaeval and modern. What has been said again and again over centuries Paul Monroe well stated in Chapter II, "Nationalism, Patriotism, Informed Citizenship and International Understanding," in *International Understanding Through the Public School Curriculum*, Thirty-Sixth Yearbook of the National Society for the Study of Education, edited by Isaac L. Kandel, University of Chicago Press, 1937.

> The question immediately arises whether disarmament of the mind applies to every phase of the topic here under consideration—nationalism, patriotism, informed citizenship, and international understanding. The answer is disarmament of the mind depends upon good will to all other peoples--their character, their situation, their ambitions, their objectives and their needs; and that with such understanding would come the informed citizenship upon which would in turn be based a perfect international understanding as well as true nationalism and valid patriotism. It may be posited further that all this can be obtained and established only through the process of education. Yet it is equally true that these qualities cannot be obtained by education, as education has been formulated in the past or as it exists in the present, but by education as it must be in the future.

In his chapter in the 1937 *Yearbook*, Erling M. Hunt refers to early and late support for the achievement of world-mindedness in the United States.

> Russel cites the alleviation of international prejudice as a stated aim of history teaching in the United States in 1838, but other such expressions are hard to find. . . . During the past 20 years, however, journals concerned with history teaching have published many articles treating the desirability or the methods of teaching internationalism. . . .

"American society operates on a world stage." wrote Charles A. Beard in the *Charter for the Social Sciences*, presently adding, "The rights and obligations of the United States in the family of nations, therefore, come clearly within the circle of thought which must be covered by social studies."

For the 1937 *Yearbook*, eminent social theorists and historians, among them James T. Shotwell, Paul Munroe, Henry Neumann, Charles H. Judd, Guy Stanton Ford, Fredrick P. Keppel, and

William C. Bagley, joined Isaac L. Kandel and curriculum specialists in descriptions of courses of study and methodologies designed to promote world citizenship among Americans. Twenty-seven of thirty-five chapters contain suggestions for teaching international understanding in elementary and secondary schools and in every subject. Otis W. Caldwell concluded that "scientists may not safely omit their full share of the obligation toward having modern peoples develop worthy purposes and functional controls, to the end that there may be constructive, not destructive, uses of science."

Although edited by curriculum specialist Harold S. Shane, the Sixty-Eighth Yearbook of the National Society for the Study of Education, entitled *The United States and International Education* (The University Chicago Press, 1969), utilized the insights of comparative educators far more than had the 1937 *Yearbook*, among them R. Freeman Butts, Donald Adams, C. Arnold Anderson, Michael Chiapetta, Cole S. Brembock, Paul F. Hanna, and Claude A. Eggertsen. It must be noted, however, that of the fifteen, nine were devoted to "development" rather than to "world affairs" education.

Attachment D

The Limited Role of Comparative and International Education in the Creation of Programs to Promote World Citizenship

To find further opportunities to exercise leadership in international education, members of the comparative education fraternity cannot wait to do so until asked. Since, for example, no mention of role for them is mentioned by the President's Commission, they will need to search out opportunities to respond to the recommendations of the Commission and other policy statements in ways which are congruent with their competencies and their sense of responsibility.

In her statement at the Conference, Barbara Burn, Staff Director of the President's Commission, said that there was an implicit reference to the field of comparative education through the use of the phrase "within all courses, within the capacity of teachers," but the Commission heard little from comparative educationists and did not inquire specifically about this field. In the analysis of "piles" of information about the education of foreign students, for example, little was offered from the field of comparative education.

Attachment E

The Scope of the Term International Education

In several discussions the use of the term "international" rather than that of "global" is deplored on the grounds that it connotes exchanges between nations on a bilateral basis rather than relationships which transcend boundaries. In other treatments such as that of John I. Goodlad, in *Schooling for a Global Age* (McGraw-Hill Book Company, 1979, pp. 344), preferred terms including "multicultural," "comparative education," "human education," as well as "global." Goodlad would abandon phrases which tend toward either "impractical romanticism," or "rampant nationalism."

In his "America's Role in International Education: A Perspective on Thirty Years" (*The United States and International Education*, the Sixty-Eighth Yearbook of the National Society for the Study of Education, the University of Chicago Press, 1969), R. Freeman Butts, having treated and anticipated the arguments used for other terms, concluded that the most appropriate name for the concept to be "international education."

> . . .*international* education may be thought of as embracing the programs of activity which identifiable education organizations deliberately plan and carry out for their members (students, teachers, and closely related clientele), with one (or possibly both) of two major purposes in mind: (a) the study of thought, institutions, techniques, or ways of life of other people and of their interrelationships, and (b) the transfer of educational ideas of educational institutions, ideas, or materials from one society to another (pp. 12-13).

It is the first of the two meanings of the term that concerned the President's Commission, that which Butts called "world affairs education."

> Its essence is the effort to improve one's own understanding about other peoples in order to be able to cope or deal more effectively, more rationally, and whenever appropriate, more appreciatively with them. . .an underlying assumption has been that more widespread and more effective knowledge and appreciation of world affairs among the American people will help them make judgments that will enable the United States to play its proper role in the peace, the security and the welfare of the world" (p.13).

We also realize that economic pressures may reduce, already have affected or even crippled, efforts we have made or might make to contribute to the cause of a greater public understanding of America's real place in the world. Mindless devotion to certain

domestic priorities, plus a growing spirit of isolationism and even of anger against other peoples, may well diminish support for our function.

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Attachment F

Outline of a Program of Cross-Cultural Study

Post-secondary institutions, particularly ones engaged in teacher education, would offer undergraduate and graduate students the opportunity to join together in the study of "others," whether they be the people of nation states, in geographical areas at home or abroad, in urban or country places, or in ethnic groups.

Under such a plan or some adaptations of it, each institution would create study groups in relation to the interests of students, faculty, and patrons and with regard for institutional needs and resources. A few examples of initial themes are:

Counselling Programs for Vietnamese Populations
School and Society in Puerto Rico
Education in Quebec Cultures
The French Language in Ontario
School Adjustments for Cuban Refugees
The Education of Mexican Americans in San Antonio
Training for Unemployed Urban Youth
Educational Egalitarianism in Sweden
The Kibbutz Schools
The British Immigrant at School
The Private Tutelage of Chinese Youth in Cities
Schools on Indian Reservations

Faculty members would serve as advisors to the work of the study groups, conducted on a credit or non-credit basis. Each student would continue an association with a unit through the period of enrollment and even beyond as a consultant.

The members of each group would make use of the usual aids to learning including the lecture-discussion, visual materials, informants, interviews and research projects.

To utilize, integrate and vivify the understanding thus gained, and to serve as a motivating influence, field trips would be planned and conducted by volunteers at various points during the study or as a culminating activity. Study groups would establish cooperative relationships with educational and other institutions in the geographical or intellectual area in which their interests lie.

Each institution would provide a facility for the placement and use of ephemeral materials related to the work of the study group and of their written and taped oral reports.

For the conduct of field work the study groups would be aided by such an organization of scholars as the Comparative and International Education Society.

The experience of schools and colleges with the problems associated with field trips can be used to insure success. The long records of safe and productive travel abroad of the Center for the Study of Socialist Education, at Kent, the Council for Student Travel, the Inter-University International Council for Teacher Education, and of Phi Delta Kappa, among many, can be used as guides.

Field trips at home and abroad conducted over several weeks could occur in long vacation periods, in short terms between them, or by the re-arrangement of class schedules.

For experimental programs, public or private grants may be obtained for travel costs. If, however, the plan is to win a permanent place in the educational program, the institution and its public, along with the self-selected student traveller, must assume the costs. Members who participate in study trips would become the informants of those who do not.

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Comparative and International Education Conference

May 14-16, 1980
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The 1980 Kent Conference on Comparative and International Education was the first in a series to be held under the sponsorship of the College of Education and the Gerald H. Read Chair in Comparative and International Education. The organizers of the Conference and the conferees kindly invite you to respond to the issues raised in this report and to request further information concerning the development of the ideas presented.

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